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The Education Division

ELEMENTARY SCHOOLS

Elementary Social Science

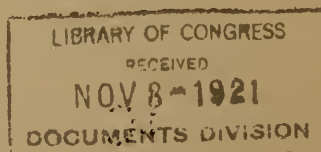
GEOGRAPHY
HISTORY

September, 1921

Peter A. Mortenson, *Superintendent of Schools*

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LB 1532
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The Superintendent of Schools believes that the following Course of Study in Geography and its suggestive interpretation will be more easily realized where the subject is handled departmentally in the grammar grades.

Where the work is departmentalized, it is advisable that not more than two subjects in addition to Art and Music be taught in this manner.

PETER A. MORTENSON,
Superintendent of Schools.

SYNOPSIS OF THE COURSE OF STUDY IN GEOGRAPHY

GRADE 4-B

- I. Local Geography.
 - A. Park experiences of the children.
 - B. Discussion of trips within or near the city.
 - C. Gardening experiences of the children.
 - D. A study of the immediate neighborhood.
- II. Geography of Distant Places.
 - A. Fur. A study of a cold desert region.
 - B. Dates. A study of a hot desert region.

GRADE 4-A

- A. Ivory. A study of the jungles of Africa.
- B. Rubber. A study of the Amazon Valley.
- C. Tea. A study of China, Japan, and India.
- D. Wool. A study of Australia.
- E. Flax and Linen. A study of Europe.
- F. Coal. A study of North America.

GRADE 5-B

THE WESTERN HEMISPHERE.

- A. A study of the Western Hemisphere through products common to both continents; wheat, wool, cattle, cane sugar, bananas.
- B. A study of the Panama Canal.
- C. South America, Central America, and Mexico. Coffee, cocoa, silver mining, nitrates.

GRADE 5-A

NORTH AMERICA AND THE UNITED STATES.

- A. Fishing. A study of the coast line of North America.
- B. Lumbering. A study of forest areas.
- C. Petroleum. A study of the oil regions of North America.
- D. Iron and Coal.
- E. Cotton. A study of textile raw material.
- F. Cereals. A study of fertile agricultural region.
- G. Fruits.

GRADE 6-B

EUROPE.

- A. A general approach through a study of immigration.
- B. Beet sugar.
- C. Wheat.
- D. Flax.
- E. The fishing industry.
- F. Dairy products.
- G. Olives.
- H. Iron and Coal.
- I. Minor topics.
- J. The geography of Europe as a whole.

GRADE 6-A

A DETAILED STUDY OF ASIA, AFRICA AND AUSTRALIA.

- I. Asia.
 - A. Preliminary study.
 - B. A general survey of Asia.
 - C. Central Asia and its people.
 - D. Siberia.
 - E. Japan.
 - F. China.
 - G. India.
 - H. Southeastern Asia.
 - I. Southwestern Asia.
- II. Africa.
 - A. Preliminary study.
 - B. A general survey of Africa.
 - C. The Sahara Desert.
 - D. The Congo region.
 - E. British Africa.

III. Australia.

- A. The geography of Australia.
- B. How the people of Australia respond to the location, surface, climate, and natural resources of their continent.

GRADE 7-B

I. NORTH AMERICA.

- A. The Great Central Plain of North America.
- B. Appalachian Highlands and the Atlantic Coastal Plain.
- C. The Western Highlands and the Pacific Coast.

II. SOUTH AMERICA.

- A. A general survey of South America.
- B. The great plains of South America.
- C. The Atlantic Highlands.
- D. The Andean Highlands.

GRADE 7-A

THE EASTERN HEMISPHERE.

I. Europe.

- A. Problems of location, climate, surface, coast line, drainage, national boundaries.
- B. Problems relating to plant and animal life.
- C. Problems with relation to raw materials, manufacturing, transportation and markets.
- D. Problems relating to population, social conditions and political conditions.
- E. Problems relating to the colonial possessions of the countries of Europe.

II. Asia.

III. Africa.

IV. Australia and Oceania.

ELEMENTARY GEOGRAPHY

It is hoped that the following interpretation of the Course of Study in Geography will prove valuable in showing what topics may profitably be considered under the various headings of the course, and also be helpful in the presentation of this subject.

Elementary geography necessarily involves the consideration of many subjects. It is impossible to state arbitrarily whether certain topics are or are not to be considered geography. The study should consider the people and their activities in the child's neighborhood, for through his direct experiences properly amplified and modified, he obtains the materials out of which he will build up his images of more remote parts of the earth. These pictures of people and places more or less remote, each with its characteristic activities, will contribute to the building up of a world of which the child is the center. Starting out with his immediate experience, his world grows either from first-hand experiences or from indirect data derived from pictures, from books or from the conversation of others. That his growing world may develop geographically, it is necessary that the teacher make a careful selection of materials used, that she help the child to enlarge his direct experience and that she courageously reject all topics which do not contribute to clear, definite world pictures of man's relation to and dependence upon geographic conditions.

GRADE 4-B

I. PURPOSE AND METHOD.

The purpose of the work of this semester is to help the pupils organize their first-hand geographical experiences in such a way that they will be useful in giving meaning to the activities going on about them and in more distant places.

The drawing of simple maps which the pupils recognize as symbols of their own experiences will assist them later in understanding that a formal map is a symbol of other phases of human experience.

The work of grade 4-B should be informal and the recitation should be of the conversation type. Teachers should employ drawing, paper cutting, poster making, and other forms of handwork to assist in making the work as concrete as possible.

II. SUGGESTED TOPICS.

- A. Park experiences of the children.
- B. Discussion of trips within or near the city; to Lake Michigan, the Municipal Pier, the Field Museum, Forest Preserve, the Dunes, a farm.
- C. Gardening experiences of the children.
- D. Study of the immediate neighborhood.
- E. Fur. A study of a cold desert region.
- F. Dates. A study of a hot desert region.

III. ILLUSTRATION.

- A. Park experiences of the children.
 - 1. Make a list of parks visited by the children.
 - 2. Select for study the park most familiar to the children.
 - 3. The trees and plants in the park.
 - 4. The birds and animals in the park.
 - 5. Discuss the size and shape of the park, the land and water areas, shrubbery, open spaces, roads. How these add to the beauty and convenience of the park.
 - 6. Contrast the seasons in their effect upon the park. When do the grass and trees grow? When do most of the birds come? What becomes of most of the birds in the winter? Which birds stay with us all winter?

7. A visit to Lincoln Park.

Make a list of the animals kept in the park. Which of these animals come from cold countries? From warm countries? Why do some of the park animals remain out of doors all winter while others are kept in a warm place? Food of the animals. Which animals are plant and which are meat eaters?

8. Map Study.

In the study of a park near the school a sketch map should be drawn in a horizontal position on floor or table. This map should be hung by its north edge on a north wall. The relative location of the school, the park, well-known buildings, and the connecting streets should be indicated. Distances and directions as shown on the map should be explained.

B. A trip to Lake Michigan.

Discuss the car lines taken and the direction and distance traveled. The shore of Lake Michigan. The boats seen. Why are docks, piers, breakwaters, and lighthouses necessary? The experience of children who have crossed the lake.

C. Gardening Experiences of the Children.

The preparation of a garden in the spring. Planting seeds. Care of the garden. Vegetables usually grown. The part of the vegetable used. Vegetables used in summer. Those put away for winter use. Effect of frost on the different vegetables in the garden. Vegetables requiring a short growing season. Those needing a long season.

D. A Study of the Immediate Neighborhood.

The size and shape of the school district. The local business district and the cause of its location. Its relation to the homes of the children. The different kinds of wagons and trucks used on the streets. Where does the local dealer get his goods?

NOTE:—The study of "Fur" and "Dates" is undertaken for the purpose of giving the pupil a knowledge of distant regions wherein the climate, topography, and living conditions are in startling contrast to the child's home environment. The products studied pass through few changes between the producer and the consumer.

E. Fur. A Study of a Cold Desert Region.

1. Make a collection of fur samples. Study pictures of the animals from which the fur is obtained.
2. Of what use is fur to the animals?
3. How fur-bearing animals are captured.
4. The seal; appearance, habits, food, enemies. Study pictures of seal hunting.
5. Study pictures of land where the seal lives; the climate; plant life; other animals.
6. The people of these cold regions; their homes, dress, occupations, food, tools, weapons, games, and mode of travel.
7. Make a large poster of an Eskimo village.
8. Informal study of a wall map of North America; point out Chicago and the Eskimo land; notice the many islands. How would you get from Chicago to the Eskimo country? How long would it take?

F. Dates. A Study of a Hot Desert Region.

Study samples of dates. Use in the home. Study pictures of the date palm. Is the climate hot or cold? Dry or rainy? Study pictures of the desert. Desert animals. The people and how they live. Desert travel. Informal globe and wall map study.

At the end of grade 4-B the child should have well organized ideas of the immediate vicinity over which he or his classmates have traveled. He should have some understanding of his dependence upon not only his neighbors but also upon strange and distant peoples. He should have had a little practice in the use of maps in connection with the discussions of the Suggested Topics.

4-B GEOGRAPHY

Pupils' Reference List

| Author | Book | Publisher |
|-----------------|------------------------------------|-----------------------|
| Andrews | The Stories Mother Nature Told | Ginn & Co. |
| Bradish | Stories of Country Life | American Book Co. |
| Carpenter | Around the World With the Children | American Book Co. |
| Chance | Little Folks of Many Lands | L. C. Page |
| Lane | Wide World—Youth's Companion | Ginn & Co. |
| Muller | Little People of the Snow | A. Flanagan Co. |
| Mirick & Holmes | Home Life Around the World | |
| Perkins | The Eskimo Twins | Houghton, Mifflin Co. |
| Peary | Children of the Arctic | Fred. Stokes Co. |
| Peary | The Snow Baby | Fred. Stokes Co. |
| Smith | Eskimo Stories | Rand, McNally & Co. |
| Starr | Strange Peoples | D. C. Heath & Co. |
| Winslow | Our American Neighbors | D. C. Heath & Co. |

Teachers' Reference List

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|-----------|--|-----------------------|
| Carpenter | Africa | American Book Co. |
| Dodge | A Reader in Physical Geography | Longmans, Green & Co. |
| Fairbanks | Home Geography | Educational Pub. Co. |
| Kearner | Date Gardens of the Jeris | Nat. Geo. Magazine |
| Macmillan | Four Years in the Frozen North | Harper Bros. |
| Peary | Nearest the Pole | Doubleday, Page & Co. |
| Rasmussen | The People of the Frozen North | J. B. Lippincott |
| Reed | Dune Country | Lane |
| Schwalka | The Children of the Cold | Cassell & Co. |
| Tarbell | Introductory Geography | American Book Co. |
| | The Pictorial Geography Series—Excellent Illustrations | Nat. Geog. Society |

GRADE 4-A

I. PURPOSE AND METHOD.

Through the work of this grade the pupil should gain a view of the world as a whole. The study of a continent is approached through an organization of the pupil's first hand experiences with familiar articles. These products are followed back to the region of production. A simple account of the method of production and of the living conditions of the people is followed with a consideration of the more obvious geographical factors which make the production of the article possible or necessary.

II. SUGGESTED TOPICS.

- A. Ivory. A study of the jungles of Africa.
- B. Rubber. A study of the Amazon Valley.
- C. Tea. A study of China, Japan, and India.
- D. Wool. A study of Australia.
- E. Flax and Linen. A study of Europe.
- F. Coal. A study of North America.

III. ILLUSTRATION.

- A. Ivory. A Study of the Jungles of Africa.
 - 1. Make a collection of articles made of ivory.
 - 2. Talk about elephants; the uses of tame elephants; study pictures of wild elephants.
 - 3. Study pictures of the African jungles.
 - 4. How elephants are hunted for the ivory. How the tusks are transported to the sea coast. How ivory gets from Africa to Chicago.
 - 5. The people; their appearance, dress, houses, food, weapons, and occupations.
 - 6. Construct a large poster of an African jungle.
 - 7. The geography of Africa.
 - Informal study of globe, wall maps, and book maps.
 - a. Direction from North America. The ocean lying between. What land is north of Africa? Notice the many islands east of Africa.
 - b. Compare the coast line of Africa with that of North America. Which would be easier to draw?
 - c. Point out the Sahara Desert. Recall the study of dates in grade 4-B.
 - d. Point out the great rivers and lakes in Africa.

- B. Rubber. A Study of the Amazon Valley.
The uses of rubber. Study pictures of the Amazon river and the tropical forests of the valley. Temperature, rainfall, plant and animal life. The people. How rubber is obtained. How it reaches the United States.
The geography of South America.
Direction from North America. From Africa.
Waters separating them. Compare coast lines.
Point out the great rivers of South America.
Notice the long chains of mountains.
- C. Tea. A Study of China, Japan and India.
Make a collection of several varieties of tea.
Place in water and unroll the leaves. From whom does your grocer buy tea? How does tea reach the United States?
Study pictures of the tea plant. Picking the leaves; sorting, drying; packing.
The geography of Asia.
Locate on wall and book maps; China, Japan, India, Ceylon. Study pictures of the people, the cities. Notice the position of Asia with relation to the other continents. Where is the coldest part? The warmest? Notice that Japan consists mostly of islands. Notice the many islands south of Asia. Notice the many long rivers in Asia.
- D. Wool. A Study of Australia.
Uses of wool. Study samples of all wool cloth; cloth having cotton warp; cloth in which cotton and wool are twisted together. Study pictures of Australian sheep ranches. The work done on a sheep ranch.
Informal map and globe study of Australia.
- E. Flax and Linen. A Study of Europe.
Study articles made of linen. Study pictures of the flax industry. How flax is prepared for spinning and weaving.
Informal map study of Europe.
Locate the flax growing and linen manufacturing regions. Location of Europe with relation to the other continents.
Notice the very irregular coast line. Point out and name the important countries of Europe. Is the climate about like our own? How would you reach Europe from Chicago?

F. Coal. A Study of North America.

Uses. Study samples of hard and soft coal. Street transportation. Railroad transportation. Study pictures of mines. The work of the miner. Point out the coal mining regions near Chicago. Point out other cities that are located near the coal regions.

Informal map study of North America.

This work should be carried on with the maps before the children. See "Illustration" on page 11.

At the end of grade 4-A the pupil should have fairly definite notions of the position of continents with relation to each other and to Chicago. He should know the sources of the articles studied and something of the people that produce them. He should have a feeling of obligation to the distant peoples who contribute something to his well being.

4-A GEOGRAPHY

Pupils' Reference List

| Author | Book | Publisher |
|---------------------|--|-----------------------|
| Brigham & McFarlane | Geography | American Book Co. |
| Carpenter | How the World is Clothed | American Book Co. |
| Campbell | Stories of Little Metzo— The Japanese Boy | |
| Campbell | How the World is Fed | American Book Co. |
| Mirick | Home Life Around the World | Houghton, Mifflin Co. |
| Muller | Little People of Japan | A. Flanagan Co. |
| Muller | The Story of Akimakoo— The African Boy | A. Flanagan Co. |
| Shall | Big People and Little People of Other Lands | American Book Co. |
| Wade | Our Little Japanese Cousin | |
| Winslow | United States | D. C. Heath & Co. |

Teachers' Reference List

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|-----------------|---|------------------------|
| Allen | Geographical and Industrial Studies | Ginn & Co. |
| Bishop & Keller | Commercial and Industrial Geography | Ginn & Co. |
| Bowman | South America, a Geographical Reader | Rand, McNally & Co. |
| Chamberlain | The Continents and Their People—Australia | Macmillan Co. |
| Chamberlain | The Continents and Their People—South America | Macmillan Co. |
| Fairbanks | Rocks and Minerals | Educational Pub. Co. |
| Fawcett | Penetrating the South American Jungle | Travel Mag., July 1916 |
| Fisher | Resources and Industries of the U. S. | Ginn & Co. |
| Lock | Rubber and Rubber Planting | Cambridge U. Press |
| Rocheleau | Great American Industries, Minerals | A. Flanagan Co. |
| Rocheleau | Great American Industries, Products of the Soil | A. Flanagan Co. |
| | The Pictorial Geography Series—Excellent Illustrations | Nat. Geog. Society |

GRADE 5-B

I. PURPOSE AND METHOD.

A study of North and South America through a consideration of their products and the activities of people as affected chiefly by climate and surface.

In this semester the two continents should first be considered together. This may be accomplished by a study of products common to both: first, products of the temperate zone and, second, moving equatorward, products of the hot belt common to both North and South America. When this study is completed the two temperate regions of the western hemisphere separated by a wide, hot belt are established with reference to each other.

In the study of products one element to be emphasized is place geography. A map should be constantly before the children, better still, several kinds of maps of the same area. By repeated reference to these maps they will become settings for all geographic activities studied throughout the grade. A place or area has no significance to children until it is made a scene of action. For this reason a detailed study of maps should never precede the study of the country.

Since a study of page assignment is no longer accepted as the method by which to teach geography, the text and all supplementary books are to be regarded as sources of information where the children may find material needed to answer questions raised in their discussions. They should be used constantly for this purpose. The maps in these books should be used in connection with the large map. Frequent comparison of several maps is a useful and necessary method of fixing the elements of place geography. The atlas habit should be formed early in the grades. It is best cultivated by insisting that all places talked about in the classroom be definitely located. This knowledge may be fixed by various devices such as frequent comparison of several kinds of maps; rapid sketching of maps from memory; the filling in of outline maps; or rapid class review exercises in which cities, countries and surface features are accurately pointed out on an unlettered map.

Collections of pictures suitable to each grade should be made and used constantly to supplement the illustrations of the books. Children should be encouraged to make picture collections of their own and to bring in pertinent newspaper clippings.

The illustrative work of this grade should include poster making, map sketching from memory, and the filling in of outline maps.

It is not intended that the study of the following topics shall be exhaustive or from an adult point of view. As in the work of the previous grade each study should have its beginning in the first hand experience of children with things and with the activities of the home. The purpose of the work is to create a series of world pictures out of children's direct experiences. When new areas are studied a child's reaction will be to place in the new areas the images created in former studies.

II. SUGGESTED TOPICS.

- A. A study of the Western Hemisphere through products common to both continents; wheat, wool, cattle, cane sugar, bananas, etc. The following outline for wheat is sufficiently complete to meet the needs of the grade. The outlines which follow wheat are only suggestions and may be elaborated to the same degree of fullness as the wheat outline.
- B. A study of the Panama Canal.
- C. A study of products characteristic of South America, Central America and Mexico.

III. ILLUSTRATION.

- A. The Western Hemisphere.
 - 1. Wheat.
 - a. The wheat plant. Appearance in the field.
 - b. Wheat on the great plains of North America including Canada; on the great plains of South America; Argentina. Similarity of climate and surface conditions in these regions.
 - c. Planting, harvesting, threshing, marketing of wheat with reference to the activities of the people involved rather than to details of machinery used.
 - d. The making of flour (essential processes only). Minneapolis, a flour city.
 - e. Location of the two great wheat producing regions of the two Americas:
 - (1) On maps of texts.
 - (2) On wall maps of Western Hemisphere.
 - (3) On a blank slate wall map.

- f. Location of other great wheat producing regions of the world; Australia, India, Southeastern Europe and Siberia.
- g. Great wheat shipping centers; location on wall map; on slated outline map of the world; Chicago, Duluth, Galveston, New Orleans, San Francisco, New York, Seattle, Montreal, Buenos Aires, Bombay, Cape Town, Odessa, Melbourne.
- h. Compare months in which wheat is harvested in the north and south temperate belts. There is an abundance of good pictures illustrating this topic.

2. Wool.

To be treated as an expansion of the fourth grade study of the same topic with special reference to the mountainous and the semi-arid regions of the Western Hemisphere. Months in which sheep are sheared in both continents. Name spring months in Argentina; in the United States. Wool markets; Boston, Montevideo. Other great sheep-raising countries.

3. Cattle.

A study of the similarity of the great plains of both continents.

4. Cane Sugar.

A tropical product. Brief account of the production and manufacture of sugar. Location of cane sugar areas in moist regions of hot belt. Location of hot belt. Sugar refineries. Markets.

5. Bananas.

The plant. Cultivation and harvesting. Location of banana producing countries. Transportation. The United Fruits Co. Costa Rica.

B. A Study of the Panama Canal.

Location; reasons for building; ownership; structure; effect on shipping distances between various countries of the world.

C. South America, Central America and Mexico.

1. Coffee.

Life on a coffee plantation. The trees. Planting. Cultivation. Harvesting. Shipping. Brazil, Central America and Mexico.

2. Cocoa.

Source, cacao trees. Where grown? Cultivation. Harvesting. Manufacture of chocolate and cocoa. Mexico, Central America and north coast of South America.

3. Silver Mines.

Location, mining, smelting, transportation. Mexico and the Andean countries.

4. Nitrates.

Location of nitrate beds. Its transportation. Where shipped? Uses for fertilizers and the making of explosives. Chile.

Throughout the 5-B grade the organization of knowledge acquired from these studies must be carried on in order to secure:

Some definite ideas of the climate and surface; of the people; their occupations, customs and habits.

Some definite ideas of the highlands and great slopes of the continents with their river systems as effecting the occupations of the people.

Some definite idea of the hot belt with its location; the two temperate belts; the two cold belts; winds as rain carriers; wet and dry regions as shown on rainfall maps.

An appreciation of product areas and products.

The relative location of the political divisions.

A teacher will make her pupils familiar with important places and countries with which the study of the foregoing topics is concerned. For this purpose outline maps are invaluable. The drawing of rapid memory sketch maps in connection with topics suggested may be begun in this grade.

At least the following each adequately motivated should be fixed. The important countries of North America and South America. The greatest mountain ranges of each continent. The great rivers. The surrounding water bodies and such cities, islands, or other geographic factors as have acquired special interest in the half year's study.

NOTE:—The comparison of the two continents will be further carried on in grade 5-A by a study of North America including Canada and by a detailed study of the United States.

5-B GEOGRAPHY

Pupils' Reference List

| Author | Book | Publisher |
|---------------------|---|-----------------------|
| Adams | The Conquest of the Tropics | Doubleday, Page & Co. |
| Allen | Geographical and Industrial Studies (So. America) | Ginn & Co. |
| Bean | On the Wool Track | Lane |
| Brigham & McFarlane | Geography | American Book Co. |
| Carpenter | How the World is Clothed | American Book Co. |
| Carpenter | How the World is Fed. | American Book Co. |
| Chamberlain | The Continents and Their People, North America | Macmillan Co. |
| Chamberlain | The Continents and Their People, South America | Macmillan Co. |
| Dunton | The World and Its People, So. American Republics | Silver, Burdett & Co. |
| Edgar | Story of a Grain of Wheat | Appleton & Co. |
| Rocheleau | Great American Industries, Products of the Soil | A. Flanagan Co. |
| Surface | Story of Sugar | Appleton & Co. |
| Winslow | Our American Neighbors | D. C. Heath & Co. |

Teachers' Reference List

| | | |
|-----------|--|---------------------|
| Adams | Commercial Geography | Appleton & Co. |
| Boyce | Illustrated South America | Rand, McNally & Co. |
| Bowman | South America | Rand, McNally & Co. |
| Bryce | South America | Macmillan Co. |
| Fisher | Resources and Industries of the United States | Ginn & Co. |
| Lindsay | Panama and the Canal Today | L. C. Page |
| Rocheleau | Great American Industries, Minerals | A. Flanagan Co. |
| Rocheleau | Great American Industries, Products of the Soil | A. Flanagan Co. |
| Rutter | Wheat Growing in Canada, the United States and Argentina | Macmillan Co. |
| | The Pictorial Series—Excellent Illustrations | Nat. Geog. Society |

GRADE 5-A

NORTH AMERICA AND A DETAILED STUDY OF THE UNITED STATES

I. PURPOSE AND METHOD.

A study of the United States and North America through important industries and products in their geographic settings. As in the work of the previous semester, the method should be to expand the experiences of the child so as to build up a more detailed United States in its relation to North America.

Since the climate, topography and natural resources of a region determine in no small measure the customs and occupations of the people of that region, a study of the activities of the people must bring about a knowledge of climate, topography and natural resources. The study of people carrying on characteristic industries affords the best means of studying the United States in detail.

II. SUGGESTED TOPICS.

- A. Fishing. A study of the coast line of North America.
- B. Lumbering. A study of forest areas.
- C. Petroleum. A study of oil regions.
- D. Iron and coal.
- E. Cotton. A study of a textile raw material.
- F. Cereals. A study of a fertile agricultural region.
- G. Fruits.

III. ILLUSTRATION.

- A. Fishing. A Study of the Coast Line of North America.
 - 1. In the Great Lakes. Methods of fishing, marketing.
 - 2. In rivers. Salmon fishing especially in the Columbia River. Habits. Location of fisheries. Methods of catching, packing, drying, smoking and shipping. Other river fishing.
 - 3. Shore fishing. Oysters, clams, lobsters, sponges, shrimps.

4. Deep sea fishing. Cod, mackerel. Fishing smacks. Curing, packing, shipping. Fishing ports. Fishermen's homes.
5. Seal fisheries. An amplification of the Fourth Grade topic, with special reference to Alaska and the Pribilof Islands.

NOTE:—Frequent practice should be given the children in making rapid sketch maps of the coast line of the United States, the great river systems, and the Great Lakes with their outlet.

B. Lumbering. A Study of Forest Areas.

Lumber areas of the United States and Canada, the Pacific Northwest, Maine and the Great Lakes region, the Appalachian region, and the Gulf Coastal Plain. Show that the method of lumbering in each section is dependent on climate and surface. Study lumber camps and lumberjacks. Transportation. Milling and lumber centers; Chicago, Bangor, Memphis, Portland, Ore., Montreal, Vancouver. Effect of destruction of forests. Problems of conservation of lumber and reforestation.

C. Petroleum.

Common uses of petroleum. Pictures of oil wells; a "gusher." Oil tanks, oil cars. Great oil pipe lines to refining centers. Whiting, Ind., a typical center. Oil ships on the Great Lakes. Map study of the oil regions; Oklahoma, California, Kansas, Texas, Wyoming, Louisiana, Mexico. Oil fields in other parts of the world. Shale of the Rocky Mountains region, a new source of supply.

D. Iron and Coal.

Importance. South Chicago-Gary region, a place where iron and coal meet for manufacture of steel.

1. Iron. Chief regions of the United States. Mining, open pit and shaft. Smelting. Great ore docks at Duluth. From pictures study mining towns, miners and their homes. Manufacture of steel. Blast furnaces. Freighters on the Great Lakes. Great centers of the steel industry; Chicago, Pittsburgh, Birmingham, Cleveland.

2. Coal, hard and soft. Coal areas of North America. Difference between hard and soft coal. Discuss in a large way methods of obtaining coal. The manufacture of coke and gas. Coke used in the manufacture of steel. Other great coal and iron regions of the world: England, Germany, France, Sweden.

E. Cotton.

The cotton plant. Production in the gulf region and in the irrigated regions of California, New Mexico and Arizona. Why is irrigation unnecessary in most states? The cotton boll. The fiber, long and short. Sea island cotton. The cotton gin. Ginning. Baling. The seed, its uses; oil, feed, fertilizer. Ports of shipment; Galveston, Savannah, Charlestown, New Orleans. Manufacturing centers in the South as well as in the North. Plantation life. Other cotton regions of the world: Egypt, India, China.

- F. Cereals. Review wheat. Using wheat outline for suggestions, study corn, rice, oats.

G. Fruits.

1. Citrus fruits in sub-tropical regions. Study an orange grove in California or Florida. Irrigation. Methods of packing and shipping. Where shipped?
2. Fruits used largely for drying. Raisin grapes; Fresno, California. Prunes; Santa Clara Valley, California. Apricots.
3. Other fruits; apples, pears, grapes of the northern region. Pineapples; Hawaii and Cuba.

The organization and generalization of knowledge acquired in the study of North America and the United States should be emphasized throughout the grade, with special attention to such place geography as the above topics suggest. A map or maps should be constantly before the pupils so that, as places become familiar through study of activities centering there, they may be definitely fixed with relation to one another and to the child.

At the end of grade 5-A pupils should have an appreciation of:

The extent of North America with its varying climatic conditions from a tropical region into the Arctic region. The coast line of North America, the great plains, the highlands, the great slopes of the continents with location and direction of the chief rivers, especially those used for shipping.

The location of the great fishing, lumbering, grazing, mining and agricultural regions of the United States, with a clear picture of the activities of each region. Countries of North America, states and dependencies of the United States.

Children should become familiar with many important places and countries with which the study of the foregoing topics is concerned. For this purpose outline maps are invaluable.

The pupils should be able to:

Sketch rapidly the outline of North and South America dividing into political divisions.

Locate on an outline map the states of the United States.

Place activities studied in appropriate areas.

Locate on outline map all places with which study has made the pupils familiar.

Pupils' Reference List

| Author | Book | Publisher |
|-------------|--|-------------------|
| Carpenter | How the World is Clothed | American Book Co. |
| Carpenter | How the World is Fed | American Book Co. |
| Chamberlain | The Continents and Their People, North America | Macmillan Co. |
| Curtis | Story of Cotton | Penn. Pub. Co. |
| Edgar | Story of a Grain of Wheat | Appleton & Co. |
| Martin | Story of a Piece of Coal | Appleton & Co. |
| Rocheleau | Great American Industries, Products of the Soil | A. Flanagan Co. |
| Smith | Story of Iron and Steel | Appleton & Co. |
| Thompson | From Cotton Field to Cotton Gin | Macmillan Co. |
| Tower | Story of Oil | Appleton & Co. |
| Wilkinson | Story of the Cotton Plant | Appleton & Co. |
| Winslow | Our American Neighbors | D. C. Heath & Co. |
| Winslow | The United States | D. C. Heath & Co. |

Teachers' Reference List

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| Adams | Commercial Geography | Appleton & Co. |
| Burks | The Story of Cotton | Rand, McNally & Co. |
| Curtis | Wheat Culture | Judd |
| Fisher | Resources and Industries of the United States | Ginn & Co. |
| Lyde | Man and His Markets | Macmillan Co. |
| McFarland | A History of New England Fisheries | Appleton & Co. |
| Mill | Searchlights on Some American Industries | McClurg & Co. |
| Myrick | American Sugar Industry | Judd |
| Rocheleau | General American Industries, Minerals | A. Flanagan Co. |
| Rocheleau | General American Industries, Products of the Soil | A. Flanagan Co. |
| Rutter | Wheat Growing in the United States, Canada and the Argentine | Macmillan Co. |
| Todd | The World's Cotton Crop | Macmillan Co. |

GRADE 6-B

Europe

I. PURPOSE AND METHOD.

The purpose of the work of this semester is to make an introductory study of the complex physiographical, industrial, commercial and social conditions of the continent of Europe.

The method pursued is one with which the pupils have become familiar through the work of the three previous semesters, that is, well-known products and activities are to be studied in their relations to the geographical conditions of this continent. The work should be so carried on that the previous experiences of the pupils shall be brought to bear upon each new problem. Constant comparisons with conditions in the western hemisphere are essential.

II. SUGGESTED TOPICS.

- A. A general approach through a study of immigration.
- B. Beet sugar.
- C. Wheat.
- D. Flax.
- E. The Fishing Industry
- F. Dairy Products.
- G. Olives.
- H. Iron and Coal.
- I. Minor Topics.
- J. A general survey of Europe.

III. ILLUSTRATION.

A. Immigration.

Make a list of the European countries from which many immigrants come to Chicago. Locate these countries on a map and group them as northern, central or southern. Why do these people leave their home lands? What industries in Chicago employ large numbers of these immigrants?

B. Beet Sugar.

1. Sugar as a food. The consumption of sugar in the United States. Compare value of our sugar import with our wheat export.
2. Locate the cane and beet sugar areas of North America and South America.

3. Climate required to grow sugar cane. To grow sugar beets.
4. Beet sugar regions of Europe; Northern France, Belgium, Germany, Poland and Central Russia. Sugar refining centers of Europe.
5. Compare cane and beets as sources of sugar. Increase of sugar content of beets.
6. The preparation of the soil for beets. The laborious care of the plants. Harvesting. Why is a cheap and plentiful labor supply necessary? Source of Germany's labor supply?
7. Extracting the sugar from beets. Refining.
8. The value of the tops and pulp as stock feed.
9. Why does the European farmer follow a beet crop with wheat or rye?
10. The uses of fertilizers.
11. Value of beet sugar crop per acre in Germany. Compare with corn and hay crop in the United States.

C. Wheat.

Locate the wheat producing regions of North America and South America. Climate of these regions. The wheat producing countries of Europe; Russia, the Danube countries, France, Germany. Compare harvesting methods in Europe with those of the United States. The use of American made harvesting machinery. Odessa as a wheat port. Does France raise enough wheat to supply her needs? Sources of wheat imported into the United Kingdom? Into Germany?

D. Flax.

The production of flax for the seed in the United States. Uses of seed. Flax fiber producing countries of Europe; Russia, Belgium, Ireland. Why suited for growing flax? Growing and harvesting flax for fiber. Freeing the fiber from the stalk. Why is Ireland well suited for the manufacture of linen? Linen weaving centers. Value of imports of flax from Russia to Ireland. Relation of the linen weaving industry to the coal supply of England.

E. The Fishing Industry.

Locate the cod, salmon and oyster fishing regions of North America. European countries engaged extensively in fishing; Norway, Sweden, Netherlands, England and France. Fishing centers of these countries. Locate the fishing areas of the North Sea. The life of the North Sea fisherman. Kinds of fish taken. Fish exporting countries. Deep sea fishing as a training for the navy and the merchant marine. Why are so many Norwegians engaged as fishermen or sailors?

F. Dairy Products.

The most important butter and cheese producing countries of Europe; Holland and Denmark. Advantages of these countries as producers of butter and cheese. Value of attention to details. Need for intensive agriculture. Why do these countries find it profitable to import food for their cattle? Countries receiving dairy product exports.

G. Olives.

Where are olives produced in the United States? Climate of this region. European countries producing olives; Spain, Portugal, Italy, Greece and Turkey. Temperature and rainfall in these countries. The growing of olives. Olive oil as a food. Other food producing trees of the semi-arid peninsulas of Southern Europe. Olive oil, fig, date and citrus fruit exporting cities of the Mediterranean countries.

H. Iron and Coal.

Locate the iron and coal producing areas of the United States. Name three important steel manufacturing cities of the United States. Iron and coal producing countries of Europe; England, Germany, Belgium and France. Compare these countries as producers of iron and coal. Why does not Sweden make more use of her deposits of fine iron ore? Why is the population densest in or near the iron and coal regions? Name the manufactured products of such regions? How do these countries overcome their shortage of food? Why did Germany wish to keep Alsace-Lorraine? Iron manufacturing cities of England? Of Germany? Of Belgium? Of France?

I. Minor Topics; Grapes, Salt, Silk, Toys.

J. A General Survey of Europe.

1. Study the position of Europe with relation to the other continents. Compare the coast line of Europe with that of North America. Of South America. Of what advantage is Europe's position and coast line? What are the advantages of the island location of Great Britain?
2. Trace the irregular mountain ranges of Europe. Notice the great plain of Russia, the Danube Valley, the northward sloping plain of Germany, and the Low Countries, the westward and southward sloping plains of France. Point out the great rivers of these plains. Value of these rivers as highways of trade. Notice how the mountains, deep indentations and peninsulas have helped to divide Europe into many countries. How does a surface like that of the Balkan region hinder progress? How have the Alps helped Switzerland to keep her independence? Of what other uses are the Alps to Switzerland?
3. Compare the climate of Western Europe with that of Eastern North America in the same latitude. Why the difference? Compare the climate of Eastern Europe with that of Western Europe. Why has Norway a warmer climate than Sweden? How do the Alps affect the climate of Italy? What is the best kind of climate for men to live in?
4. Name the four most important colonial possessions of Great Britain. What are the most important raw materials received from each of them? What does Great Britain send to her colonies? The colonial possessions of the Netherlands. Her colonial trade. Value of the Belgian Congo. French colonial possessions in Northern and Western Africa.

At the end of the 6-B semester the pupils should have a knowledge of:

The location of the great food and raw material producing regions of Europe and their relation to the climate, surface, transportation facilities, and to the lives of the people.

The location of the great manufacturing regions and their relations to sources of raw material, transportation facilities, and markets.

The location, relative size, and importance of the countries of Europe.

The location and importance of the great industrial and commercial cities, the great sea ports and the capital cities of the leading countries.

The general location and value of the more important colonial possessions of the countries of Europe.

Pupils' Reference List

| Author | Book | Publisher |
|---------------|---|---------------------|
| Allen | Geographical and Industrial Studies, Europe | Ginn & Co. |
| Atwood | Geography | Ginn & Co. |
| Blaich | Three Industrial Nations | American Book Co. |
| Buckbee | Europe and Its People | American Book Co. |
| Carpenter | How the World is Clothed | American Book Co. |
| Carpenter | How the World is Fed | American Book Co. |
| Chamberlain | How We Are Fed | Macmillan Co. |
| Chamberlain | How We Travel | Macmillan Co. |
| Coe | Modern Europe | |
| Davis, Hughes | Brief Commercial Geography | D. C. Heath & Co. |
| Hale | Stories of Industry | Little, Brown & Co. |
| Hall | Immigration | Holt |
| Herbertson | Europe | Black |
| Lyde | The Continent of Europe | Macmillan Co. |
| Winslow | Europe | D. C. Heath & Co. |

Teachers' Reference List

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|------------------------|--|-----------------------|
| Chrisholm | Smaller Commercial Geography | Longmans, Green & Co. |
| Crissey | The Story of Foods | Rand, McNally & Co. |
| Fairchild | Immigration | Macmillan Co. |
| Hall | Immigration and Its Effects on the United States | Holt |
| Huntington | Civilization and Climate | Yale University Press |
| Huntington and Gregory | Geography of Europe | Yale University Press |
| Huntington and Cushing | Principles of Human Geography | J. Wiley & Sons |
| Kinney and Cooley | Shelter and Clothing | Macmillan Co. |
| Roberts | The New Immigration | Macmillan Co. |
| Smith | Commerce and Industry | Holt |
| Ward | Climate | Putnam & Sons |

GRADE 6-A

A Detailed Study of Asia, Africa and Australia

I. PURPOSE AND METHOD.

In the work of the previous grades the pupils have approached the study of a country or continent by following some well-known commodity from their homes to the distant places of production. The discussion of the production of the commodity had always included an account of the geographical conditions of the soil, surface and climate of the region, together with a study of the other productions of the region and of the people. In this way the children have developed a sense of man's dependence upon his environment and the dependence of nations upon each other. In the earlier grades the movement has always been from the end product with which the child has some first-hand experience, back to the geographical conditions surrounding the production; that is, from the effect to the cause.

The pupils have now reached a stage in their development when it is possible for them to begin the study of a country with a simple sketch of the fundamental, geographical facts of the surface, climate and relative location. This should be followed by a study of occupations, habits and customs of the people which grow out of these geographical conditions. It should be made clear to the pupils that this is a new method of work, and that they are able to use this new method because of their experiences in the earlier grades.

The purposes of the work of this semester are: To help the pupils to get clear pictures of the geographical conditions under which the peoples of these continents live; to understand how the people react to their surroundings; and to bring out the commercial and political relations of the peoples to the great nations of the world.

Asia

II. SUGGESTED TOPICS.

- A. A preliminary study.
- B. A general survey of Asia.
- C. Central Asia and its people.
- D. Siberia.
- E. Japan.
- F. China.
- G. India.
- H. Southeastern Asia.
- I. Southwestern Asia.

III. ILLUSTRATION.

A. Preliminary Study.

What two Asiatic peoples do we know best? Why are Chinese immigrants unwelcome in the United States? Why must Japan find an outlet for her people? Why are these people not wanted in California? Does Japan have any possessions on the mainland of Asia? Why is China afraid of Japan? Notice the long chain of islands extending from Japan to Australia. Why are we especially interested in the Philippine Islands? Would the control of these islands be of any value to Japan?

B. A General Survey of Asia.

Study the position of Asia with relation to the other continents, the Pacific, the Arctic and the Indian Ocean and the zones. Compare the coast line of Asia with that of Europe. What are some of the disadvantages of living far from the ocean with no railroads or navigable rivers? What are the advantages of a deeply indented coast line like that of Europe?

Trace the great mountain systems of Asia. Notice that the long slope is toward the north; locate other slopes. What are the disadvantages of having so many of the great rivers flow into the Arctic Ocean? Notice how the great mountain ranges, plateaus and deserts make communication difficult. Compare the latitude of Asia with that of North and South America. Compare the temperature. Study a rainfall map and a population map of Asia. What seems to be the relation of population to rainfall in this continent? Do we find the same relation in South America?

C. How the Khirghis of Central Asia Respond to Their Environment.

1. Central Asia.

a. Location. Between Caspian Sea and Mongolia. Notice great distance from ocean and absence of navigable rivers. Surrounded by deserts and high plateaus except on the north. How will such a location affect communication? With what nation will it be easiest to trade?

b. Surface. Level, barren plain in the north; mountainous in the south.

- c. Climate. Temperature (Latitude 42°). Rainfall slight on plains, and in summer only. Heavy snows on mountains in winter.
 - d. Vegetation. Short grasses on plains. Trees on mountains; thick grasses above the tree line.
2. The people of Central Asia.
- a. What use do the people of the United States and of Argentine make of the semi-arid plains?
 - b. Occupations of the Khirghis men. How they care for their horses, camels, cattle, sheep and goats.
 - c. Occupations of the women.
 - d. Location of summer pasture. Of winter pastures? Why?
 - e. Kind of homes. Why? Furniture and tools.
 - f. Food. (Meat, sour milk, butter, cheese).
 - g. Clothing.
 - h. Travel.
 - i. Trade; animals, skins, wool and rugs exchanged for flour, tea, guns and cotton cloth. Effect of lack of transportation facilities. With what people is it easiest to trade?
 - j. Why is it impossible to have a central government?
 - k. Need of and opportunity for education.

D. Siberia.

Trace the Trans-Siberian Railroad from Vladivostok across Siberia and Russia to Petrograd. (As far as from Liverpool to San Francisco.) Why was the railroad built? Make a list of the rivers of the world which are 2,000 miles or more in length. How many are in Siberia? Compare the surface, soil and climate of Siberia with that of Canada and Northwestern United States. How will the crops compare? What are the natural resources of Siberia? What is the probable industrial future of Siberia?

E. Japan.

Extent; from 20° to 50° north latitude (as far as from Cuba to Newfoundland). The great range of climate. Disadvantages of the surface. Productions. Advantages and disadvantages of an island empire. The great importance of fisheries. Natural resources. The recent industrial development of Japan. The great industrial cities and their people. The peasants. The dense population. Houses. Imports and exports between Japan and the United States.

F. The Chinese Republic.

China, Tibet, Turkestan, Manchuria and Mongolia. Compare these divisions of the Chinese Republic as to climate, surface, soil, and transportation facilities. Why do these regions vary so greatly in industries, productions, mode of living, and density of population? Notice how the Chinese Republic is surrounded by high plateaus and mountains. How has this isolation affected her civilization? The great rivers as trade routes. Life in the great cities. Intensive agriculture on the fertile plains. Exports. Natural resources; why undeveloped? The industrial future of the Chinese Republic. Our relations with China.

G. India.

Location. Notice the great length from north to south. How much lies within the torrid zone? Effect of the Himalaya Mountains upon communication, temperature, rainfall, rivers, and the water supply for irrigation. Why are the great rivers in the north? What are the monsoons? Famines caused by failure of the monsoons, lack of transportation, and dense population. The great irrigation works. Nine-tenths of the people live by farming. Productions. Agricultural methods. Life in the great cities. Government. Religions. The Caste System. What is England doing to improve conditions in India?

H. Southeastern Asia.

A great peninsula. Divisions and governmental control. Compare this peninsula with India as to size, temperature, rainfall, and surface. The great rivers as means of communication. Products of the tropical jungle. Animal life in the

jungle. Products of the soil. The production of spices. Life of the Burmese farmer. Exports. Rangoon, Singapore and Bankok.

I. Southwestern Asia.

Asia Minor. Arabia, Persia, and Palestine.

1. Location of Asia Minor. Divisions of the peninsula. What is the important occupation of a people living in a region of poor soil, mild temperature and slight rainfall? Exports; Wool, goat's hair, rugs, figs, dates and olive oil. The port of Smyrna.

2. Persia and Arabia. Trace the great desert region across northern Africa, Arabia, Persia and northeastward to the Pacific. Locate the great river valley oasis of Mesopotamia.

NOTE—This great desert region affords a strikingly uniform environment throughout its whole extent. See outline for the study of the Sahara. Page 37.

3. Palestine. Trace the desert rim along the Mediterranean shore of Africa across Palestine and eastward toward the Caspian Sea. Productions; Wheat, barley, figs, olives, dates and wool. For ages this desert rim has been subject to raids by the desert dwellers. Why? Why are we interested in ancient Palestine? The interesting places of Palestine.

In the foregoing study of the continent of Asia the pupils should have acquired:

Definite ideas of the climate of the regions studied as affected by latitude, altitude and great water bodies together with the clear notions of how climate affects the lives of the people.

Definite ideas of the extensive highlands and important plains of the continent with their great drainage systems. The pupils should understand how elevation, isolation or accessible trade routes, and the productivity of the soil affect the development of culture and the life conditions of the people.

A knowledge of the location of the political dependencies and the independent nations of the continent; the location of the cities, rivers, islands, and trade routes with which the pupils have become familiar.

Africa

II. SUGGESTED TOPICS.

- A. A preliminary study.
- B. A general survey of Africa.
- C. The Sahara Desert.
- D. The Congo Region.
- E. British Africa.

III. ILLUSTRATION.

A. A Preliminary Study.

Account for the large negro population of the United States. Why is the greater part of this population in the South? What are the causes of the movement of negroes to the industrial centers of the North?

B. A General Survey of Africa.

The location of Africa with relation to the other continents and to the zones. Why has Africa been so little affected by the civilization of Europe? Notice that the desert barrier, the unfavorable climate, the regular coast line and falls which prevent navigation of rivers. Why does a climate like that of Africa retard the progress of the people? What are the bad effects of being able to live without work? The native populations of the Congo, the Sahara, South Africa. Look at a rainfall map of Africa and locate the tropical forest region. Locate the Sahara. Locate the semi-arid regions of Africa and compare occupations of the people with those of the great grass land region of Asia, North America, and South America. Notice that Africa is a great plateau without important mountain ranges nor extensive low plains. Locate the possessions of the European nations. Advantages and disadvantages of these claims to the natives and to the countries themselves. Value of German East Africa to England. Locate the Cape-to-Cairo Railroad. How much is built? Why do most of the white people live in the British possessions? Location and importance of the Suez Canal.

C. The Sahara Desert.

1. Size; nearly as large as Europe. Extent; from the Atlantic to the Red Sea; from Sudan to the Mediterranean countries, which are practically a part of the desert. What is the cause of this great dry area? Temperature.

Surface; level, sandy plains, dunes and low rocky hills. Soil very fertile where water is present.

Desert vegetation; scattered shrubs, grass when rain falls. Oases and their vegetation. Natural resources; absent or undeveloped.

2. The people of the Sahara.

- a. Will such a region support many people?
- b. Occupation; tending sheep, goats, donkeys and camels. Why must the owner keep moving? What will he do when he hears of a shower a day's journey away?
- c. The home of the desert nomad.
- d. Furniture and tools; property.
- e. Desert travel. Caravans. Trade.
- f. Character of the people; brave, lazy, thieving, hospitable, generous. Why?
- g. Will it be possible to have a central government? What form of government is best suited to these scattered people?

3. Egypt; a great oasis in the desert.

Study a rainfall map of Africa. Notice the heavy seasonal rainfall around the sources of the Nile River. Surface of the region along the lower Nile. Effect of overflow and silt deposit. Formation of the delta. Value of the great irrigation works. The Assuan Dam. Productions. Why does England encourage the growth of cotton? Of what value will the Cape-to-Cairo railroad be to Egypt? Why did Egypt develop a civilization so long ago? Why has Egypt been conquered by so many nations? Compare Mesopotamia and Egypt.

D. The Congo Region.

Locate the torrid zone. What is the cause of the heavy rainfall in this region? Compare the surface with that of the Amazon Valley. The Congo River as a transportation route. Natural resources and productions. Value to Belgium. The Congo negro. Belgian rule of the natives. The labor problem of the Congo country.

E. British Africa.

Notice the immense size of the British possessions. Surface. The great range of temperature. Rainfall. Drainage. Of what value are the great semi-arid plains? Mineral and agricultural productions. Can a white population live in all parts of British Africa? The Kimberly mines. Johannesburg. Why are the great coal deposits of South Africa undeveloped? Why is Cape Town such an important city?

In the study of Africa the pupils should have acquired:

A knowledge of the climate of the continent; how the climate affects the lives of the natives; how it delays European occupation over large areas.

An understanding of the effect of desert barriers and unfavorable contour upon the development of the continent by Europeans.

A definite knowledge of the location of the cities, rivers, productive areas, and trade routes with which the pupils have become familiar.

Australia

A. The Geography of Australia.

1. Study the location of Australia with relation to Asia, Africa, North America and South America. Notice the long chain of islands extending northward toward Asia. How does the climate of these islands compare with that of Australia? Productions.
2. Compare the coast line of Australia with that of Africa. Size and shape; nearly the same as the United States. Surface; most even of the continents; saucer shaped.
3. Study a rainfall map of Australia and try to account for the rainy, semi-arid, and desert regions. How much of Australia is in the torrid zone? Why are most of the rivers short?

- B. How the People of Australia Respond to the Location, Surface, Climate, and Natural Resources of Their Continent.
1. What is the leading occupation of all semi-arid, grassy regions? Productions of this region; wool, hides, mutton, and beef.
 2. Occupations and productions of the tropical regions.
 3. Occupations and productions of the eastern coast.
 4. Natural resources; gold and copper.
 5. Why is Australia an exporter of raw material? What country buys the most of this raw material? Why? Her dependence on rapid ocean transportation. How are fresh beef and mutton shipped to England?
 6. Compare Australia with British Africa as a "white man's country."
 7. Why are all the large cities situated along the eastern and southeastern coast?
 8. Compare Australia with surrounding islands as to climate, productivity, and people.

Pupils' Reference List

| Author | Book | Publisher |
|---------------|--|-------------------|
| Allen | Geographical and Industrial Studies; Asia | Ginn & Co. |
| Carpenter | Australia, Our Colonies and Other Islands of the Sea | American Book Co. |
| Carpenter | How the World is Clothed | American Book Co. |
| Carpenter | How the World is Fed | American Book Co. |
| Chamberlain | How We are Fed | Macmillan Co. |
| Chamberlain | How We Travel | Macmillan Co. |
| Davis, Hughes | Brief Commercial Geography | D. C. Heath & Co. |
| Redway | All Around Asia | Scribner's Sons |
| Winslow | Distant Countries | D. C. Heath & Co. |

Teachers' Reference List

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| Chrisholm | Smaller Commercial Geography | Longmans, Green & Co. |
| Clement | A Handbook of Modern Japan | McClurg & Co. |
| Crissey | The Story of Foods | Rand, McNally & Co. |
| Hedin | Through Asia | Harper Bros. |
| Huntington & Cushing | The Pulse of Asia | Houghton, Mifflin Co. |
| Huntington & Cushing | Principles of Human Geography | J. Wiley & Sons |
| Kinney, Cooley | Shelter and Clothing | Macmillan Co. |
| Smith | Commerce and Industry | Holt |
| Ward | Climate | Putnam & Sons |

GRADE 7-B

I. PURPOSE AND METHOD.

A complete study of the western hemisphere, with emphasis on the United States, through a survey of the more fundamental physiographic forces on which the industries of the different regions depend.

The knowledge the pupils have already acquired of the great natural forces, physiographic, meteorological, etc., should be gathered up, organized and extended sufficiently to explain the differing conditions found on the earth's surface. The knowledge of the industries and people of this region should be recalled. In the study of any topic the result should be a clear understanding of the ways in which these fundamental forces influence the lives of the people.

The regions selected should not be too small as most of the conditions to be considered as temperature, winds, ocean currents, etc., are operative over wide areas.

The study of political geography should never lose connection with the distribution of population and industry. Location and relative position of states and countries should be carefully considered.

The map study should include the making and use of maps; rainfall, products, population, etc. For the larger geographic features, physical maps, including special maps of temperature, winds, and United States weather maps, should be used to the capacity of the pupils. For this work many of the facts need only be recalled from previous studies. The pupils should be fairly independent as to point of attack and they should be able to collect groups of facts to be compared, combined and organized to bring out causal relations.

The general topic of a "survey" as illustrated below, should be presented as a problem to be studied. Most of the subordinate questions may be brought out by the pupils in class discussions. Any others needed may be supplied by the teachers.

North America

II. SUGGESTED TOPICS.

- A. The Great Central Plain from the Gulf Coast to the Arctic Ocean. This is a region where the primary industries (the production of raw materials) dominate. Geographic conditions are simple, and easily understood and yet there is sufficient contrast. Fortunately, Chicago is the center of this region.

- B. The Appalachian Highlands and the Atlantic Coastal Plain. In this region the geographic conditions are not complicated. There is a great variety of occupations with manufacturing and commerce predominating. It is closely associated with Chicago.
- C. Western Highlands from Alaska to Panama. Here are geographic conditions very complicated and there is a great variety of industries and conditions of life.
- D. Dependencies of the United States.

III. ILLUSTRATION.

- A. The Great Central Plain of North America.
 - 1. General survey; the physiographic conditions.
 - a. Temperature; latitude and its effect on temperature. Organize the pupils' observations on the length of day and the angle of the sun's rays during the different seasons. Use maps of temperature to the capacity of the pupils.
 - b. Winds; prevailing winds and their effects. Beginning with the pupils' knowledge of the local weather changes and the shifting winds of this region, study the changes on successive weather maps and develop the idea of the cyclonic movement sufficiently to explain the distribution of the rainfall of the region. Simple maps of winds as given in the text books.
 - c. Surface; elevation and its effect on temperature, winds and rainfall. Watersheds and slope of the land. Drainage. Return of water of rainfall as surface and ground water by rivers to the ocean. To the atmosphere by evaporation. Ground water and the Great Lakes.
 - d. Effects of combinations of these great forces of nature. Select sections that differ in heat, rainfall, etc., and study the cause of the differences.
 - 2. Survey of the plant life of the region.

The following are some of the topics to be considered. Pupils should be encouraged to suggest as many as they can:

- a. Where do we get our fresh fruits and vegetables from during the winter?
 - b. What other things can the people of the South raise that we cannot? Why? What is meant by subtropical climate?
 - c. Why does this section have an abundance of rainfall? Do the Appalachian mountains affect our rainfall? Why?
 - d. Moving north from the Gulf, what changes do we find in temperature, rainfall, winds and surface that affect plant life and agricultural products?
 - (1) Why is the South suitable for the growing of rice? Cultivation of swamp and upland rice.
 - (2) What great textile product is grown in the South? Recall studies of corn in 5-A.
 - (3) As we move north what changes in cereals are found? Where do the Canadians stop farming and why? Recall study of wheat in 5-A.
 - e. Other agricultural products
 - f. What kind of people live in the far North?
 - g. Looking back try to name in order of importance the changes in plant life from north to south; from east to west.
 - h. Study the causes for these changes.
3. Survey of the animal life of this region.
- a. What animals are raised and used in the great Central Plain?
 - b. What and how are they fed? Forage, hay, oats, etc. Range feeding on the western plains.
 - c. Moving northward how does the care of animals change?
 - d. Before the white man came what animals lived in this region? Buffalo, Antelope.

4. Survey of the natural resources of this region.
 - a. What are the great natural products of this region. Recall studies in 5-A.
 - b. Beginning in the South make a brief study of the forests as they are and were. Why are there few forests in the western part of the Great Plains and in the very far North?
 - c. In the same way locate the important minerals of this region; iron, coal, copper, petroleum, natural gas, zinc, lead and salt.
 - d. What food do we get from the waters of the region? Importance of the fishing industry.
 - e. What kind of natural products are affected by climatic conditions?
5. Survey of the manufactures of the region.
 - a. What is done with most of the products of this region; the cotton, corn, wheat, iron ore, lumber, fruits, etc.?
 - b. How is the distribution of factories affected by climate, nearness of raw material, transportation facilities, power, and the labor supply? Why is there so little water power in this region? Is transportation difficult?
 - c. Does this region use up all the raw material it produces? Disposition of surplus.
6. Survey of population and social conditions.
 - a. Where in this region is the population most dense? Why?
 - b. Find the ten largest cities and give reasons for their locations. What is a commercial city? A manufacturing city? Why are many cities both?
 - c. How do you address a letter to anyone in the United States? Why do you use the state name?

- d. How are state boundaries located? Is it important and convenient for a citizen of the United States to know location, size, and relative importance of the states? Some of the products and the important cities of each state?
- B. Eastern Highland, Atlantic Plain, and Adjacent Ocean.
 1. Survey of physiographic conditions. Compare with the Central Plain. Effect of mountains, oceans, and ocean currents.
 2. Survey of plant life. Vegetation and agriculture from Florida to Maine. Compare with Great Central Plain.
 3. Survey of natural resources. Coal, iron, clay, lumber, quarry products, fish, salt, water power. Their relation to manufacturing.
 4. Survey of manufacturing. Steel products, textiles, leather, etc. Reasons for location, as dependent upon sources of raw material and power, transportation facilities, domestic and foreign market, and labor supply. Compare with the great Central Plain.
 5. Survey of commerce. Conditions which develop commerce. Highways of commerce, mountain barriers; mountain passes and the railroads. Mohawk Valley and the Erie Canal. Foreign and coastwise commerce. Panama Canal.
 6. Political geography. The study of the states and countries as political divisions should be continued.
- C. Western Highlands from Panama to Alaska, Pacific Coast and Adjacent Ocean.
 1. Striking physiographic differences. Compare other regions. A mountainous region throughout. Study elevations. Temperature as affected by latitude, elevation, ocean currents. Rainfall, arid and semi-arid sections, the great basin.
 2. Vegetation and agriculture as affected by latitude, elevation, rainfall, soil, etc. Dry farming and irrigation. The great variety of products.

3. Animals, wild and domestic, of the different sections.
 4. Natural products; small amount of coal except in Alaska. Mining cities and transportation.
 5. Commerce. The mountain barriers. Engineering feats. Pacific Coast cities. Harbors. Foreign and coastwise trade. Panama Canal. Transcontinental railroads.
 6. Other occupations. Salmon fishing, canning, lumbering.
 7. Political geography. Study of states and countries should be completed.
- D. Dependencies of the United States. Location of each. Climate, resources, people. Relation to the United States, imports and exports.

South America.

A regional study of the continent following the plan as outlined for North America.

- A. General Survey. Compare with North America in studying the following topics:
1. Size, shape, position, coast line.
 2. Temperature; the tropic as contrasted with temperate zones north and south. Effects of elevation in the Andes.
 3. Winds; trade winds in contrast with the variable winds of the temperate zones north and south. Zone of calms. Effect of trades on the rainfall east and west of Andes. Seasonal movement north and south caused by the revolution of the earth, developed sufficiently to explain wet and dry season of the tropics.
 4. Surface; Amazon Plain contrasted with plains in sub-tropic and temperate regions north and south. Its size; its very gradual slope. Andean wall and its effects on rainfall in the tropics. In the temperate zones. Rivers east and west of the Andes.

B. The Great Central Plain.

Recalling studies of previous grades compare with North America as to relative extent; elevation; surface; temperature; rainfall of different parts. Plant and animal life; natural resources. Recalling studies of previous grades study products, industry. Conditions of life, and degree of progress of the people. Note the effects of excessive heat and rainfall and differences between the region of trade winds and regions of prevailing westerlies north and south.

C. The Atlantic Highlands and Adjacent Ocean.

Natural resources. Again comparing with North America consider relative size, height and effects of these highlands. The character of the coast line and ocean currents.

D. The Andean Highlands.

Again comparing with North America consider width, height, effect on climate, natural resources, products, lives of the people. Note the effect of the great elevation and impassability of these mountains.

This study should give the pupils:

A comprehension of the general effects of latitude from the equator. A working knowledge of the wind belts and the effects of prevailing winds, as modified by elevation.

Some knowledge of the effects of these great natural forces on human beings and the dependence of man upon these forces. An understanding of the distribution of population and the relative progress of different peoples through a consideration of such topics as: Effects of extreme conditions of heat, cold, rainfall, elevation; abundance or absence of natural products; difficulties of communication due to mountain barriers; lack of harbors; healthful or unhealthful climate.

Pupils' Reference List

| Author | Book | Publisher |
|----------------|--|---------------------|
| Allen | Geographical and Industrial Studies—United States | Ginn & Co. |
| Adams | Elementary Commercial Geography | Appleton & Co. |
| Atwood | Geography | Ginn & Co. |
| Keller, Bishop | Commerce and Industry | Ginn & Co. |
| Bowman | South America, a Geographical Reader | Rand, McNally & Co. |
| Carpenter | Foods and Their Uses | American Book Co. |
| Chamberlain | How We are Fed | Macmillan Co. |
| Chamberlain | How We Travel | Macmillan Co. |
| Davis, Hughes | Brief Commercial Geography | D. C. Heath & Co. |
| Fairbanks | Western United States | D. C. Heath & Co. |
| Fisher | Resources and Industries of the United States | Ginn & Co. |
| Rumisel | Industrial Commercial Geography of the United States | A. N. Palmer Co. |

Teachers' Reference List

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|---------------------|--|-----------------------|
| Adams | Commercial Geography | Appleton & Co. |
| Brigham | Commercial Geography | Ginn & Co. |
| Chrisholm | A Smaller Commercial Geography | Longmans, Green & Co. |
| Crissey | The Story of Foods | Rand, McNally & Co. |
| Dryer | Elementary Economic Geography | American Book Co. |
| Haskins | The Panama Canal | Doubleday, Page & Co. |
| Herbertson | Man and His Work | Black |
| Hotchkiss | Representative Cities of the United States | Houghton, Mifflin Co. |
| Huntington, Cushing | Principles of Human Geography | J. Wiley & Sons |
| Lyde | Man and His Markets | Macmillan Co. |
| Rocheleau | Geography of Commerce and Industry | Educational Pub. Co. |
| Rocheleau | Great American Industries, Minerals | A. Flanagan Co. |
| Rocheleau | Great American Industries, Products of the Soil | A. Flanagan Co. |
| Rusmisl | Industrial Commercial Geography of the United States | A. N. Palmer Co. |
| Smith | Commerce and Industry | Holt |
| Ward | Climate | Putnam & Sons |

GRADE 7-A

I. PURPOSE AND METHOD.

The purpose of the work of this semester is to make a more comprehensive study of the Eastern Hemisphere than was possible in the 6-B and 6-A semesters.

Making use of the experiences the children have already had the teacher should guide the discussion so that such general problems as those suggested in the illustration will arise. When these more general problems have been placed before the class the children will be able to suggest many of the more specific matters for investigation and discussion.

The study of Europe should give the pupils a sense of the economic interdependence of all the people of the world. Since the significance of the political dependence of a large part of the Eastern Hemisphere upon Europe is also made prominent, the study of the other continents will require but little time.

NOTE—It is not intended that any class will discuss all the problems suggested in the illustration.

II. SUGGESTED TOPICS.

- A. Problems of location, climate, surface, coast line, drainage, national boundaries.
- B. Problems relating to plant life and animal life.
- C. Problems with relation to raw materials, manufacturing, transportation and markets.
- D. Problems relating to population, social conditions and political conditions.
- E. Problems relating to the colonial possessions of the countries of Europe.

III. ILLUSTRATION.

- A. Problems of Location, Climate, Surface, Coast Line, Drainage, National Boundaries.
 - 1. Location. Show that Europe is the most centrally located of all the continents. Compare with North America.
 - 2. Coast line. No part of Europe except Russia is more than 400 miles from sea. What are the advantages of this condition? Show how the irregular coast line has helped to divide Europe into countries. Europe has one mile

of coast line to every 150 square miles of surface, while Africa has one mile of coast line to every 595 square miles of surface. What is the commercial value of such a coast line as that of Europe. What is the value of the shallow continental shelf extending from Spain to Iceland? Why were Jugo-Slavia and Poland given sea ports by the Peace Treaty? Study the three coast lines of Russia and list the disadvantages of each.

3. Surface. Trace the highlands across Europe and Asia. Notice that their general direction is from west to east. Locate the Great Plain of Europe. Locate the smaller plains and river valleys. Notice that the great plain of Europe and Asia is broken only by the Ural Mountains. Notice that the winds from the Atlantic meet no obstructing mountains in Europe.
4. Climate. Advantages of Europe's freedom from the extremes of heat or cold that hinder the development of the other continents. Compare the size of the waste areas of Europe with those of North America; with those of Africa. Locate the three climatic regions of Europe; the western, the Mediterranean and the eastern. Compare east coast and west coast climatic conditions as found in North America and Eurasia. Effect of latitude, altitude, prevailing winds, distance from the ocean, ocean currents and direction of mountain ranges upon the temperature and rainfall of these two continents. Explain how the northeast trade winds cause the great desert region of Asia and Africa. The monsoons and the seasonal rains of southern and southeastern Asia. How do the east-west highlands make the temperature and rainfall more uniform for Europe than the north-south highlands do for North America? How would a chain of high mountains along the west coast of Europe affect the temperature and rainfall of the continent? How do the mountain ranges lying north of the Mediterranean countries affect the temperature of those countries? Why?

5. Drainage. Locate the great rivers of Europe. Why are the rivers of western Europe more valuable as trade routes than those of central and eastern Europe? What commercial advantage would result if the Danube River flowed into the Mediterranean Sea? Value to commerce of the many connecting canals.
6. National boundaries. Why are there so many different countries and languages in Europe? Compare with North America. How have deep indentations helped make independent nations? The island nations of the world, Great Britain, Cuba, Japan. What mountains have helped to separate peoples? What rivers? Point out boundaries that are artificial. What are the advantages of a natural boundary? Disadvantages? Why did the Peace Treaty set up so many new nations in Europe? Study the boundaries and decide which of these new countries seems most likely to keep its independence. What conditions of surface help to keep Russia a united nation? What conditions tend to keep Siberia and Russia united? What conditions have a tendency to make several nations in this great plain?

B. Problems Relating to Plant and Animal Life.

1. Discuss the conditions of climate, surface and soil, markets and access to the sea which make it possible for certain European countries to produce grains, flax, sugar, fruits, dairy products, meat, wine, or fish in excess of their own needs.
2. Why does France place an import duty on wheat and flour?
3. Why does Germany pay a bounty to producers of beet sugar?
4. In what parts of Europe is market gardening an important occupation? Why?
5. What factors changed England from an agricultural to a manufacturing country? Germany?
6. Why is Russia so largely agricultural?
7. Discuss conservation of forests in Europe.

C. Problems with Relation to Raw Materials, Manufacturing, Transportation and Markets.

1. Compare England, Germany, France and Belgium as producers of iron ore and coal. Compare these countries as to their facilities for exporting the finished product. Steel manufacturing centers of the four countries.
2. Is the English or the American iron industry the better located to carry on an export business? Which is better located to obtain food for a dense population? Why?
3. Textile raw materials imported by Great Britain, and their sources. Present and possible future sources of cotton in the British possessions.
4. Make a table of Great Britain's food imports. Indicate sources as colonial or foreign, continental or island, tropical or temperate. Do the same for Germany.
5. Discuss the advantages of Great Britain for carrying on ship building. Discuss the relation of Great Britain's navy to her carrying trade, colonial possessions and home food supply.
6. Sources of the coal, raw cotton, silk and wool imports of France. How can they import raw materials and export the finished product at a profit?
7. Why does the Peace Treaty require Germany to sell coal to France? Why is a new French industrial district being located near the Alps?
8. What prevents Spain from developing manufacturing?
9. Upon what facts may we predict a great industrial future for Russia?
10. The great sea ports of Europe and their important imports and exports.
11. Are the railroads of Europe more important or less important than those of the United States? Why?

D. Problems with Relation to Population, Social Conditions and Political Conditions.

1. Study population, rainfall, production and physical maps of Europe and decide why the population is most dense in the West.
2. Why are the people of western Europe among the most vigorous in the world?
3. Is Germany's location a good one or a poor one for a rapidly developing country? Why?
4. Show that the control of the mouth of the Rhine would be of great value to Germany.
5. Study a map of the North Sea and explain why it is easy for Great Britain to control the trade outlets to the ocean.
6. Why is Great Britain anxious to protect Belgium?
7. Show how such near neighbors as agricultural Russia and industrial Germany can be of great assistance to each other.
8. Why are the Russian peasants so backward?
9. How do the rich history and beautiful scenery of the Mediterranean countries help the people to get a living?
10. Study the effects of the textile industry, mining, fishing and the steel industry upon the lives of the people engaged in them.

E. Colonial Possessions.

1. Explain how the location, natural resources, energy of the people, need of raw materials and markets have helped Great Britain to expand the British Empire until it controls nearly one-fourth of the land surface of the earth.
2. Discuss sources of raw materials, food and markets and decide whether or not the British Empire is economically independent of the remainder of the world.
3. Why are Canada, Australia, South Africa and the other British possessions given control of their home affairs?

4. France is the second colonial power of the world. Locate her colonies and tell why they are valuable to France. What does France do for them? Why is Marseilles the great colonial trade port of France?
5. Why has Germany been unable to secure and keep colonial possessions?
6. How did Spain lose her great colonial possessions in the western hemisphere?
7. The location, climate and exports of the colonial possessions of the Netherlands.
8. Why was Russia willing to sell Alaska to the United States?
9. The location and value of the Italian colonial possessions.
10. The Belgian possessions in Africa. Location, climate, surface, exports and people.

Asia

The teacher should take a careful inventory of the pupils' knowledge of Asia gained in the 6-A semester. Using the study of Europe as a model the teacher should so guide the discussion of Asia that similar problems will arise. Special attention should be given to the discussion of topics relating to the people, social conditions and political conditions.

Africa, Australia and Oceania

After organizing the pupils' knowledge of these continents and groups of islands, the teacher should direct the study of these lands as political dependencies of the colonial powers of Europe. Special attention should be given to a study of the habits and customs of the native populations.

During the class discussions of this grade constant use should be made of all kinds of wall, text book, and outline maps.

Much attention should be given to the definite location of all the physical features, climatic regions, production regions, political divisions, trade routes, and cities which the work of the semester brings to the attention of the class. This work in place geography should not be relegated to isolated review or drill lessons. Map study should go hand in hand with the discussion of the suggested problems. When maps are really understood they are filled with life and meaning, and it should be the constant endeavor of the teacher to give these symbols all the meaning that the child's experience makes possible.

Pupils' Reference List

| Author | Book | Publisher |
|----------------|--|---------------------|
| Allen | Geographical and Industrial Studies—Asia | Ginn & Co. |
| Allen | Geographical and Industrial Studies—Europe | Ginn & Co. |
| Adams | Elementary and Commercial Geography | Appleton & Co. |
| Keller, Bishop | Commerce and Industry | Ginn & Co. |
| Blaich | Three Industrial Nations | American Book Co. |
| Carpenter | Foods and Their Uses | American Book Co. |
| Chamberlain | How We are Fed | Macmillan Co. |
| Chamberlain | How We Travel | Macmillan Co. |
| Chamberlain | The Continents and Their People—Africa | Macmillan Co. |
| Davis, Hughes | Brief Commercial Geography | D. C. Heath & Co. |
| Huntington | A Geographical Reader—Asia | Rand, McNally & Co. |
| Redway | All Around Asia | Scribner's Sons |

Teachers' Reference List

| | | |
|---------------------|------------------------------------|-----------------------|
| Adams | Commercial Geography | Appleton & Co. |
| Brigham | Commercial Geography | Ginn & Co. |
| Chrisholm | A Smaller Commercial Geography | Longmans, Green & Co. |
| Crissey | The Story of Foods | Rand, McNally & Co. |
| Dryer | Elementary Economic Geography | American Book Co. |
| Hedin | Through Asia | |
| Herbertson | Man and His Work | Black |
| Herbertson | World and Australia | Black |
| Huntington | Civilization and Climate | Yale University Press |
| Huntington, Cushing | Principles of Human Geography | J. Wiley & Sons |
| Huntington, Gregory | The Geography of Europe | Yale University Press |
| Huntington | The Pulse of Asia | J. Wiley & Sons |
| Lyde | Man and His Markets | Macmillan Co. |
| Rocheleau | Geography of Commerce and Industry | Educational Pub. Co. |
| Smith | Village Life in China | Revell & Co. |
| Smith | Commerce and Industry | Holt |
| Starr | Strange Peoples | D. C. Heath & Co. |
| Ward | Climate | Putnam & Sons |
| Van Breezen | Story of Japan | American Book Co. |
| Van Breezen | Story of China | American Book Co. |

GRADES 8-B AND 8-A

NOTE—The detailed outline for 8-B and 8-A will be ready for distribution at the beginning of the second semester of 1921-1922. It is intended that the following topics will be considered in these grades:

- A. The story of the development of trade and commerce and the evolution of the means of transportation and communication.
- B. The industrial development of the United States.
The United States as a great commercial power.
- C. Chicago as a great industrial and commercial center.

Pupils' Reference List

| Author | Book | Publisher |
|----------------|---|-----------------------|
| Adams | Elementary and Commercial Geography | Appleton & Co. |
| Bockert | The A. B. C. of Iron and Steel | Penton Pub. Co. |
| Keller, Bishop | Commerce and Industry | Ginn & Co. |
| Brigham | Commercial Geography | Ginn & Co. |
| Casson | Romance of the Reaper | Doubleday, Page & Co. |
| Casson | Romance of the Steel | Barnes |
| Dryer | Elementary Economic Geography | American Book Co. |
| Fisher | Resources and Industries of the United States | Ginn & Co. |
| Huntington | A Geographical Reader— Asia | Rand, McNally & Co. |
| Kinney, Cooley | Shelter and Clothing | Macmillan Co. |
| McFarlane | Commercial and Industrial Geography | Sadler, Rowe |
| Mill | Our Inland Seas | McClurg & Co. |
| Price | The Land We Live In | Small, Maynard |
| Robinson | Commercial Geography | Rand, McNally & Co. |
| Rumisel | Industrial and Commercial Geography of the U. S. | A. N. Palmer |
| Shaler | Nature and Man in America | Scribner's Sons |
| Shaler | Story of Our Continent | Ginn & Co. |
| Smith | Commerce and Industry | Holt |
| Thomson | From Cotton Fields to Cotton Mill | Macmillan Co. |
| Toothaker | Commercial Raw Materials | Ginn & Co. |
| Trotter | Elementary Economic Geography | Macmillan Co. |

Teachers' Reference List

| Author | Book | Publisher |
|---------------------------------|--|-----------------------|
| Bogart | The Economic History of the United States | Longmans, Green & Co. |
| Brigham | Essentials of Geography | American Book Co. |
| Brigham | From Trail to Railroad Thru the Appalachians | Ginn & Co. |
| Brigham | Geographical Influence in American History | Ginn & Co. |
| Day | History of Commerce | Longmans, Green & Co. |
| Farrand | The Development of the United States | Houghton, Mifflin Co. |
| Fiske | How the United States Became a Nation | Ginn & Co. |
| Freeman, Chandler | World's Commercial Products | Ginn & Co. |
| Gannett, Garrison Houston | Commercial Geography | American Book Co. |
| Gilson | Wealth of the World's Waste Places | Scribner's Sons |
| Gregory | Checking the Waste. A Study in Conservation | Bobbs, Merrill |
| Herrick | A History of Commerce and Industry | Macmillan Co. |
| Huntington, Cushing | Principles of Human Geography | J. Wiley & Sons |
| Johnson | Ocean and Inland Water Transportation | Appleton & Co. |
| Mill | Searchlights on Some American Industries | McClurg & Co. |
| Patton | Natural Resources of the United States | Appleton & Co. |
| Salisbury, Barrows, Tower | Modern Geography | Holt |
| Sanford | Agriculture in the United States | D. C. Heath & Co. |
| Semple | American History and Its Geographic Conditions | Houghton, Mifflin Co. |
| Smith | Industrial and Commercial Geography | Holt |
| Smith | The World's Food Resources | Holt |

| Author | Book | Publisher |
|----------|---|----------------------|
| Talbot | Railway Conquest of the World | Lippincott & Co. |
| Trotter | The Geography of Commerce | Macmillan Co. |
| Van Hise | Conservation of Natural Resources | Macmillan Co. |
| Ward | Climate | Putnam & Sons |
| Waters | The Essentials of Agriculture | Ginn & Co. |
| Webster | A General History of Commerce | Ginn & Co. |
| Wright | Industrial Evolutions of the United States | Flood, Vincent |
| | The Statesman's Year Book | Macmillan Co. |
| | Geography of the World's Agriculture | Dept. of Agriculture |
| | Farmers' Bulletins | Dept. of Agriculture |
| | Year Book | Dept. of Agriculture |
| | Consular Reports | Dept. of Commerce |
| | Forestry Circulars | Forest Service |

HISTORY

GRADE 4-B

1. A brief study of the period of exploration and discovery and of aboriginal life in America—(a) Columbus, (b) Cabot and Vespucci, (c) Balboa and Magellan, (d) Cortez, (e) Pizarro, (f) Ponce de Leon and De Soto, (g) Cartier, (h) Drake and Raleigh.
2. Virginia and the Southern Colonies.
3. Massachusetts and the New England Colonies.
4. A brief study of the civic activities, noting—(a) the policeman, (b) the fireman, (c) the water department, (d) the health department, (e) the post office.

GRADE 4-A

1. Dutch Settlements in New Netherlands.
2. Pennsylvania and the Middle Colonies.
3. French Explorers in America—(a) Marquette, (b) La Salle.
4. Indian Troubles and the French and Indian War.
5. A study of early Chicago and of Illinois, noting—(a) Marquette's visit, (b) Joliet, (c) George Rogers Clark, (d) Memorials to be found in the city as the Cahokia Courthouse, Marquette's Cross, the Fort Dearborn Monument.

GRADE 5-B

1. The beginning of the struggle for independence, through the biographies of leading men—(a) Patrick Henry, (b) Samuel Adams.
2. The War in New England—(a) Paul Revere and Williams Dawes, (b) Joseph Warren and Samuel T. Prescott.
3. The Revolution—(a) George Washington, (b) Nathan Hale, (c) Marquis de La Fayette, (d) Nathaniel Greene, (e) John Paul Jones.
4. Pioneers of the Middle West and Expansion to the Mississippi—(a) Daniel Boone, (b) James Robertson, (c) John Sevier, (d) George Rogers Clark.

GRADE 5-A

1. The New Republic and its early development—(a) George Washington, (b) Eli Whitney, (c) Thomas Jefferson, (d) Lewis and Clark, (e) Andrew Jackson.
2. Internal Improvements—(a) Robert Fulton, (b) DeWitt Clinton, (c) Peter Cooper, (d) Samuel F. B. Morse.
3. Expansion and Growth—(a) Sam Houston, (b) David Crockett, (c) John C. Fremont, (d) Kit Carson, (e) John C. Calhoun, (f) Daniel Webster, (g) Henry Clay.
4. The Civil War—(a) Abraham Lincoln, (b) Robert E. Lee, (c) Jefferson Davis, (d) "Stonewall" Jackson, (e) J. E. B. Stuart, (f) Ulysses S. Grant, (g) William T. Sherman, (h) Philip H. Sheridan.
5. Industries.
6. Civics—How can foreigners become American citizens?
How can boys and girls be truly patriotic?

GRADE 6-B

For the fuller comprehension of the essentials of American history it is necessary that pupils should be made acquainted with World history as it has affected the beginnings of American history and has influenced American institutions.

Sixth grade pupils may not be mature enough to master the intricacies of European history, but they should be prepared from their study of history in previous grades to realize that American history is only a part of a larger whole.

1. From a study of the prevailing conditions in regard to living, travel and general information a few centuries ago, pupils should be led to appreciate our indebtedness to great inventors, explorers and immigrants.
2. The Greeks, as leaders in Art, Architecture and Education.
3. The Romans, as leaders in Civil Government.
4. The Great Changes wrought in the Middle Ages.

GRADE 6-A

1. The beginnings of the monastic orders, and their influence in preserving the literature of Greece and Rome.

2. The Crusades and their Reaction upon Europe and the New World.
3. The Search for new Trades Routes and the Discovery of America.
4. The Struggle for Supremacy between Spain, France, England and Holland.

GRADE 7-B

As a preliminary study, the geographical features of North America that have affected American history, should be emphasized.

1. Its coast line, mountains and plains.
 2. Its climate, rainfall and drainage.
 3. Its Atlantic harbors and great river highways to the interior.
 4. Its resources in fisheries, fur-bearing animals, forest-products.
1. Study of the settlements of the New World, made by the Spanish, the French, the English and the Dutch—
 - (a) The motives which influenced them.
 - (b) Conflicting claims.
 - (c) Results in general.
 2. The growth of the English Colonies should receive special attention—
 - (a) Industrial and social conditions, travel and transportation—
 - (b) Government and the growth of the spirit of independence.
 - (c) The French and Indian War.
 3. The beginnings of self-government in America; problems in city government—
 - (a) Inspection of milk and other foods.
 - (b) The city sealer; weights and measures.
 - (c) The License Bureau.
 - (d) The Juvenile Court.

GRADE 7-A

1. Current events.
2. The struggle for independence—
 - (a) British control of American trade.
 - (b) Taxation without representation.
 - (c) The First Continental Congress and the Declaration of Rights.
3. The War in New England—
 - (a) Lexington and Concord.
 - (b) Bunker Hill and Boston.
4. Independence and Confederation—

The Bill of Rights and the formation of a government.
5. Burgoyne's Campaign and the French Alliance.
6. The Final Outcome—
 - (a) Causes.
 - (b) Conditions of the country.
7. The Northwest Territory—the Ordinance of 1787.
8. A brief survey of the history of our country from the adoption of the Constitution to the present time.

GRADE 8-B

1. Current events.
2. Organization of Government under the Constitution—
 - (a) Defects of the Articles of Confederation.
 - (b) The Constitution; its formation; its character; its compromises.
3. A rapid survey of events from 1789 to the present time.
4. Civics—

Outline and compare the duties of a National, a State and a City official located in Chicago.

GRADE 8-A

1. The growth of population, through immigration; the winning of the west; the growth of cities.
2. Territorial expansion and its effect on national development.
3. Foreign relations; the Monroe Doctrine.

4. Industrial expansion; inventions, discoveries, improved transportation, the growth of cities.
5. The growth of governmental income and national wealth; the conservation of national resources; reclamation of arid regions; new theories and practices in agriculture.
6. Slavery; the tariff; the war between the states; reconstruction.
7. Political parties and their great leaders; principal issues; accomplishments.
8. Growth in popular education; the public school system; normal schools; colleges and universities.
9. The Great Nations of the World compared; governments; peculiar institutions; popular characteristics.
10. The United States as a world-power.

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